

KUVEMPU UNIVERSITY
Department of Post Graduate Studies and Research in
History and Archaeology
Jnana Sahyadri, Shankaraghatta – 577 451.

Syllabus for
MASTER of ARTS (History and Archaeology)
(I to IV Semester)
(Choice Based Credit System)

Revised Syllabus for P.G. in
HISTORY and ARCHAEOLOGY

With Effect from the Academic Year: 2025-26

STRUCTURE OF THE COURSE
C.B.C.S. SYLLABUS OF Master of Arts. HISTORY and ARCHAEOLOGY
(Semester Pattern) Courses Offered

Paper Code	Title of the Paper	Theory Marks	Internal Marks	Total Marks	Credits
01	02	03	04	05	06
I SEMESTER					
HARD CORE					
HC101	Introduction to History	75	25	100	05
HC102	Introduction to Archaeology	75	25	100	05
HC103	World Historiography	75	25	100	05
SOFT CORE (Any Two)					
SC101	History of Archaeology in India	75	25	100	04
SC102	Select Topics on Ancient India	75	25	100	04
SC103	Social Movement in Karnataka	75	25	100	04
					Total : Credits-23
II SEMESTER					
HARD CORE					
HC201	Research methods in History	75	25	100	05
HC202	Indian Historiography	75	25	100	05
HC203	Archaeological field methods	75	25	100	05
SOFT CORE (Any Two)					
SC201	Pre-and Proto-history of India	75	25	100	04
SC202	History of Indian Architecture (up to 13th century CE)	75	25	100	04
SC203	Economic History of Medieval India	75	25	100	04
ELECTIVE PAPER (Any One)					
EL201	History of Unification movement in Karnataka	40	10	50	02
EL202	Constitutional History of Modern India 1773-1950	40	10	50	02
					Total : Credits-25
III SEMESTER					
HARD CORE					
HC301	History of Modern Europe	75	25	100	05
HC302	Select topics on Indian National Movement (1885-1960CE)	75	25	100	05
HC303	Problems in Contemporary India	75	25	100	05
SOFT CORE (Any Two)					
SC301	Sources of Indian History-Epigraphy Numismatics and Archives	75	25	100	04
SC302	History of Karnataka up to the fall of Hoysalas	75	25	100	04
SC303	History and Tourism	75	25	100	04
ELECTIVE PAPER (Any One)					
EL301	World Heritage Sites in India	40	10	50	02
EL302	Thinkers of Modern India	40	10	50	02
					Total : Credits-25
IV SEMESTER					
HARD CORE					
HC401	Contemporary South Asia-SAARC Nations	75	25	100	05
HC402	History of Freedom Movement and Unification in Karnataka	75	25	100	05
HC403	Dissertation	75	25	100	05
SOFT CORE (Any Two)					
SC401	History of Keladi Nayakas	75	25	100	04
SC402	Indian Art and Architecture (13th to 17th century CE)	75	25	100	04
SC403	Social Movements in Modern India	75	25	100	04
					Total : Credits-23
I, II, III, & IV SEMESTERS TOTAL CREDITS = 96					

General Objectives of the Course:

❖ The course often begins by defining history and its scope, emphasizing its interdisciplinary nature and relationship with other fields like archaeology. Students learn about the different methods used by historians and archaeologists to study the past, including source analysis, interpretation and causation. The course aims to develop critical thinking skills, including the ability to evaluate historical narratives and understand different perspectives.

❖ Students learn about the scientific methods used in archaeological research, including excavation, analysis and interpretation of artifacts. The syllabus often focuses on specific archaeological sites and artifacts, helping students understand the material culture of past societies.

❖ Students learn to critically analyze primary and secondary historical sources, identifying biases and evaluating their reliability. The syllabus may include assignments that encourage students to conduct independent research, using library resources and other sources. The course may explore different interpretations of historical events and debates among historians and archaeologists.

❖ Students learn about the importance of preserving cultural heritage, including historical sites, artifacts and traditions. The course may explore the role of museums and archives in preserving and exhibiting cultural heritage. Students may learn about the role of tourism in promoting and managing cultural heritage sites.

Evaluation of the course consists of :-

- Theory Examination for 3 hours duration for 75 marks
- Internal Assessment for 25 marks
 - 10 marks for 2 internal written tests
 - 05 marks for Assignment
 - 05 marks for Seminar
 - 05 marks for Attendance

Regular Question Paper Pattern:

Time : 3 Hours

Max. Marks: 75

Instructions:

1. Question paper will consist of TWO sections: **Part A and Part B.**
2. **Part A** consists of 7 questions or short notes. **Answer any 5.** Each question carries **6 marks.**
3. **Part B** consists of 3 essay type questions with internal choice. Each question carries **15 marks.**

SECTION – A

5X6=30

1. Question.
2. Question.
3. Question.
4. Question.
5. Question.
6. Question.
7. Question.

SECTION – B

3X15=45

8. Question.
Or
Question.
9. Question.
Or
Question.
10. Question.
Or
Question.

Elective Question Paper Pattern:

Time : 1 1/2 Hours

Max. Marks :40

Instructions:

1. Question paper will consist of TWO sections: **Part A and Part B.**
2. **Part A** consists of 7 questions or short notes. **Answer any 5.** Each question carries 4 marks.
3. **Part B** consists of 2 essay type questions with internal choice. Each question carries 10 marks.

SECTION – A

5X4=20

1. Question.
2. Question.
3. Question.
4. Question.
5. Question.
6. Question.
7. Question.

SECTION – B

2X10=20

1. Question.
Or
Question.
2. Question.
Or
Question.

Paper Code	Title of the Paper	Theory Marks	Internal Marks	Total Marks	Credits
01	02	03	04	05	06
I SEMESTER					
HARD CORE					
HC101	Introduction to History	75	25	100	05
HC102	Introduction to Archaeology	75	25	100	05
HC103	World Historiography	75	25	100	05
SOFT CORE (Any Two)					
SC101	History of Archaeology in India	75	25	100	04
SC102	Select Topics on Ancient India	75	25	100	04
SC103	Social Movement in Karnataka	75	25	100	04
Total : Credits-23					

HC101 : Introduction to History

Objectives:

- Introduction to History is a series of lectures to introduce the fresh students to the discipline. This involves teaching them what is History, its definitions, nature, scope and its relations with other disciplines.
- The lectures will also introduce the problems of historical knowledge with special reference to the historical fact, interpretation, causation, objectivity.
- The difference between History and other forms of memorizing the past like Itihasa, Purana and stories.

Outcomes:

- The student will be able to differentiate between historical and non-historical narratives. They will have an idea about the problems of historical knowledge and its interdisciplinary nature.

UNIT- I:

- Definitions
- Nature and Scope of History
- Importance, Use and Abuse of history

UNIT- II:

- Relation between history and other Social sciences
- Branches of history
- Interdisciplinary approach
- Auxiliary sciences

UNIT- III:

- Objectivity and Bias
- Historical fact and Role of interpretation
- Historical causation
- Post-modernist views on historical truth

UNIT- IV:

- Myths: ahistorical accounts of past in Western culture
- Itihasa, Charitre and Purana, Traditions in India
- Debate on whether Indians have sense of history

UNIT- V:

- Orientalists: William jones-Asiatic society
- Colonel Colin Mackenzie
- Anglicists: James Mill
- Assessment of Colonial history on India

References Books:

1. Ali B. Sheik, 1978. *History: Its Theory and Method*, Madras: Macmillan India Ltd.
2. Barry Peter, 1995. *Beginning Theory: An introduction to literary and cultural theory*, New York: Manchester University Press.
3. Bloch Marc, 2004. *The Historian's Craft*, New York: Manchester University Press.
4. Carr E.H., 1961, *What is History*, Penguin Publications, New Delhi
5. Chakrabarti D. K., 1988. *A History of Indian Archaeology from the beginning to 1947*, New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
6. Christopher Lloyd, 1996. *The Structures of History*, USA: Blackwell Press.
7. Collingwood R.G., 1976. *The Idea of History*, New York: Oxford University Press.
8. Sreedharan E., 2004. *A Textbook of Historiography*, Chennai: Orient Black Swan Publication.
9. Edward W. Said, 1994. *Culture and Imperialism*, US: Vintage Publication.
10. Ernst Breisach, 2007. *Historiography: Ancient, Medieval and Modern*, Chicago: University of Chicago.
11. Renier G.J., 1961. *History: Its Purpose and Method*, Australia: Allen and Unwin.
12. Nilakanta Sastri K.A. and H.S. Ramanna, 1956, *Historical Method in Relation to Indian History*, S. Vishwanathan Publications.
13. Kosambi D.D., 1985. *An Introduction to the Study of Indian History*, Bombay: Popular Prakashan.
14. Langlois V. And Ch. Seignobos, 1966. *Introduction to the study of History*, New York: Barnes and noble Inc. and Frank Cass and co.
15. Atkinson R.F., 1978. *Knowledge and Explanation in History*, Kolkata: Macmillan Publications.
16. Shafer R.J., 1983, *A Guide to Historical Method*, US: Dorsey Press.
17. Sarkar Sumit, 1995. *Writing Social History*, New York: Oxford University Press.
18. Thapar R., 2000. *Narratives and the Writing of History*, Delhi.
19. William H. Dray, 1992. *Philosophy of History*, Delhi: Pearson Publication.
20. Vansina J., 1985. *Oral Tradition as History*, Wisconsin: university Press.
21. CAS½P »jAiÄ t, 2009. PElq «µAiÄ «±PÆÄ±-EW°Á, ªÄvÄ ¥ÄgÁvv, ªÄË,ÆgÄ: PÄªA¥Ä PElq CzÄiÄ£ ,A, ªÄË,ÆgÄ «±«ZÄ®AiÄ.
22. «dAiï ¥ÆtZ vASaq, 2010. Zjv ŠgªtU PªÄU¼Ä ªÄvÄ ,A±ÆÄZ£Ä «ZÄ£, °A! : ¥,ÄgÁAU P.«.«.

I SEMESTER

HC102 : Introduction to Archaeology

Objectives:

- Introduction to Archaeology is a lecture series that introduces first semester students to key concepts and practical approaches in archaeology, highlighting their applications in interpreting the human past.
- The definition, aims and scope of archaeology and its development as a discipline is introduced to the students.

Outcomes:

- On the successful completion of Introduction to Archaeology students will develop a strong foundation on the basic understanding of the nature, development and value of archaeology as a discipline.

UNIT- I:

- Definition, Aims, and Scope of Archaeology
- Emergence and Development of the discipline
- Archaeology-Pre history, Proto history and History
- Archaeology and Other sciences-Geology, Anthropology, Botany, Zoology, Chemistry

UNIT- II:

- Antiquarianism to traditional Archaeology
- New Archaeology/Processual Archaeology
- Post processual Archaeology

UNIT- III:

- Historical Archaeology-Branches: Epigraphy, Numismatics, Iconography, Art, Architecture
- Environmental Archaeology
- Marine Archaeology
- Settlement Archaeology
- Ethno Archaeology

UNIT- IV:

- Relative dating methods
- Absolute dating methods
- Derivative dating method

UNIT- V:

- As a source to reconstruct human Past-Pre history and History
- Cultural heritage tourism
- Cultural heritage and National consciousness

References Books:

1. Trigger B., 1989. *History of Archaeological Thought*, Cambridge: Cambridge University Press.
2. Binford L.R., 1972. *Introduction an Archaeological Perspective*, New York: Seminar Press.
3. Brothwell D.R. and Pollard A.M., (ed.). 2001. *Handbook of Archaeological Sciences*, New York: John Wiley and Sons.
4. Daniel Glyn E., 1975. *A Hundred and Fifty Years of Archaeology*. London: Duckworth.
5. Dilip K. Chakrabarti, *Theoretical Issues in Indian Archaeology*, New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
6. Fagan B., 1988. *In the beginning: An Introduction to Archaeology*. Glenview: Scott, Foresman and company.
7. Granet Marcel. 1930. *Chinese Civilization*. London: Trench Tubner and Co.
8. Hodder I. 1995. *Interpreting Archaeology: Finding Meaning in the Past*. New York: Routledge.
9. Mortimer Wheeler, 1954. *Archaeology from the Earth*, Oxford: Oxford University Press.
10. Ucko P.J., (ed.) 1995. *Theory in Archaeology – a world perspective*, London: Routledge.
11. Paddayya K. 2014. *Multiple Approaches to the Study of India's Early Past: Essays in Theoretical Archaeology*. Aryan Books International
12. Paddayya K., 1990. *New Archaeology and Aftermath: View from Outside the Anglo-American World*. Pune: Ravish Publishers
13. Paddayya K., 1990. *The New Archaeology and Aftermath: A view from outside the Anglo-American World*, Pune: Ravish Publishers.
14. Sharer R.J. and Ashmore W., 1979. *Fundamentals of Archaeology*, London: Benjamin Publishing House.
15. Renfrew, Colin and Paul Bahn, 2006. *Archaeological: Theories and Methods and Practice*. London: Thames and Hudson.
16. CASHP » jAiÄ t, 2009. PElq «µAiÄ «±PÆÄ±-Ew°Á, ªÄvÄ ¥ÄgÁvv, ªÄ, ÄgÄ: PÄªA¥Ä PElq CzAiÄÄ ,A, ªÄ, ÄgÄ «±«ZÄ®AiÄ
17. ªÄPao±¹ J, i., 1975. ªÄgwÄAiÄ ¥ÄgÁvv ,A±ÆÄZÄ, ªÄ, ÄgÄ: ¥, ÄgÄAU ªÄ, ÄgÄ «±«ZÄ®AiÄ.
18. ¥ÄrUÄg ªÄªªÄ, 1997. ¥ÄgÁvv±Ä, ¥jZAiÄ, ZÄgªÄq: gÄªÄ±AiÄ ¥©PÄµ£i.

HC103 : World Historiography

Objectives:

- To apply historical methods to evaluate critically the record of the past and how historians and others have interpreted it.
- Demonstrate their mastery of the knowledge and skills involved in historical Practice by conceptualizing and executing a significant piece of original research.
- To explain and critique the historical schools of thought that has shaped scholarly understanding of their fields of study.

Outcomes:

- The students will know about different historiographical traditions of the World. They will also know the possibilities and limitations of history.

UNIT- I:

- Greek Historiography
- Roman Historiography
- Christian Historiography
- Arab Historiography

UNIT- II:

- Enlightenment Historiography
- Romanticist Historiography
- Positivist Historiography
- Leopold Von Ranke

UNIT- III:

- Marxist and New leftist Historiography
- Oswald Spengler and Arnold Toynbee
- Annals School

UNIT- IV:

- Feminist History
- Post-Colonial Historiography

References Books:

1. Arnaldo Momigliano A., 1977. *Ancient and Modern Historiography*, New York: Oxford University Press.
2. Barry Peter, 1995. *Beginning Theory: An introduction to literary and cultural theory*, New York: Manchester University Press
3. Burke Peter, 1997. *Varieties of Cultural History*, New York: Cornell University Press.
4. Carr E.H., 1991. *What is History*, UK: PenguinPublishers.
5. Cohen, G.A., 2000. *Karl Max's Theory of History: A Defense*, New York: Oxford University Press.
6. Collingwood R.G., 1994. *The Idea of History*, New York: Oxford University Press.
7. Hayden White, *Meta history: The Historical Imagination in the 19th C. Europe*.
8. Immanuel LeRoy Ladurie, 1979. *The Territory of the Historian*, England: The Harvester Press.
9. Keith Jenkins (Ed), 1997. *The Post-Modern History Reader*, London: Routledge.
10. Langlois Ch, V. And Ch., 1966. *Seignobos, Introduction to the study of History*, New York: Barnes and noble Inc. and Frank Cass and co.
11. Lawrence Stone, 1981, *The Past and the Present*, London: Routledge and Kegan Paul.
12. Finley M.I., 1997. *The Greek Historians*, UK: Penguin Publishers.
13. Peter Burke, 1990. *The French Historical Revolution*, London: Stanford University Press,
14. Pieter Geyl, 1962. *Debates with Historians*, UK: Collins.
15. Sheik Ali B., 1978. *History its theory and Method*, Madras: Macmillan Published.
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17. Stern, Fritz (Ed)., 1973. *Varieties of History: from Voltaire to the Present*, New York: Vintage.
18. Thompson, J.W., 1942. *A History of Historical Writings (2 volumes)*, UK: The Macmillan Company.
19. CAS^{1/2}P » jAiÄ t, 2009. P£lq «µAiÄ «±PÆÄ±-Ew°Á, ªÄvÄ ¥ÄgÄvv, ªÄË, ÄgÄ: PÄªA¥Ä P£lq CzÄAiÄ£, A, ÄÄË, ÄgÄ «±«ZÄÄAiÄ
20. ¥¨ÄPg gÄª P, 2013. ¨ÄgwÄAiÄ Ew°Á, PÄggÄ, ÄUg: g«ÄAz ¥Ä, PÄ®AiÄ.
21. «dAiÄ ¥ÄtZ vÄSAq, 2010. Zjv ŠgªtU PªÄU¼Ä ªÄVÄ, A±EÄZ£Ä «ZÄ£, °A! : ¥, ÄgÄAU P.«.«.

I SEMESTER

SC101 : History of Archaeology in India

Objectives:

- History of archaeology in India is a lecture series that introduces the students about how archaeological studies were begun in India and subsequent developments that took place in this field.
- It will discuss about the beginning, development and important personalities and discoveries in various branches of Archaeology.
- The development of archaeology in independent India and the advances in archaeological methods are also highlighted.

Outcomes:

- Students will know about the Students will know about the important discoveries, personalities and trends in Indian archaeology.
- They will also know about important sites and cultures, excavations, researches, theories that contributed to the development of this discipline

UNIT- I:

- Asiatic Society of Bengal-Sir William Jones.
- James Princep and Alexander Cunningham-Era of textual archaeology
- Pre history, Epigraphy and Excavations: Robert Bruce Foote, Medows Taylor, B.L. Rice, J.F. Fleet.

UNIT- II:

- John Marshall's period
- After Marshall and Mortimer Wheeler's period
- Archaeological Survey of India-and Antiquarian laws

UNIT- III:

- Institutional support: Archaeological Survey of India, Departments and Institutions
- New horizons in Indian Archaeology-Pre and Proto-historic researches, Epic Archaeology-H.D. Sankalia
- Important Excavations, Explorations and Publications

UNIT- IV:

- Recent advances in Exploration and Excavation techniques
- Dating methods
- New Theories and Interpretations
- Debates, Questions and Perspective

References Books:

1. Agrawal D.P., 1982. *Archaeology of India*. Copenhagen: Scandinavian Institute of Asian Studies.
2. Agrawal D.P., 2007. *Indus Civilization: An Interdisciplinary Perspective*, New Delhi: Aryan Books International.
3. Agrawal D.P., Chakrabarti, D.K., (eds.). 1979. *Essays in Indian Protohistory*. New Delhi: D.K Publishers.
4. Agrawal D.P., and J.S. Kharakwal, 2003. *Bronze and Iron ages in South Asia*. New Delhi: Aryan Books International.
5. Allchin B, 1994. *Living traditions studies in the ethnoarchaeology of South Asia*. New Delhi: Oxford and IBH Publishing
6. Chakrabarti D. K., 1988. *A History of Indian Archaeology from the beginning to 1947*, New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
7. Cohen Mark., 1977. *The Food Crisis in Prehistory*. New Haven: Yale University Press.
8. Deo S.B., 1979. *Problem of South Indian Megaliths*. Dharwad: Karnataka University.
9. Deo S.B., 1985. *The Megaliths: Their culture, ecology, economy and technology, in Recent Advances in Indian Archaeology*, Pune: Deccan College.
10. Dhavalikar M.K., 1994. *Chalcolithic architecture at Inamgaon and Walki: an Ethno Archaeological Study*.
11. Dhavalikar M.K., 1997. *Indian Protohistory*, New Delhi: Books and Books.
12. Misra V.N. and M.S. Mate(Ed)., 1995. *Indian Pre-History*, Pune: Deccan College.
13. Mortimer Wheeler, 1954. *Archaeology from the Earth*, Oxford: Oxford University Press.
14. Roy S., 1961. *The Story of Indian Archaeology*, New Delhi: Director General, Archaeological Survey of India.
15. Sankalia H.D. 1962. *Pre and Proto history of India and Pakistan*, Bombay: Bombay University.
16. Thapar B.K., 1986. *Recent Archaeology Discoveries*, Lanham MD: Brenan associates.
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18. ²ÄPAo±¹ J,Ä., 1975. ÄgwÄAiÄ ¥ÄgÄvv ,A±ÆÄzE, aÄÄ, ÄgÄ: ¥, ÄgÄAU aÄÄ, ÄgÄ «±«ZÄ®AiÄ.
19. ¥ÄrUÄg ²ÄªªÄ, 1997. ¥ÄgÄvv±Ä, ¥jZÄiÄ, zÄgªÄq: gÄª±AiÄ ¥©PÄµ£i.

SC102 : Social Movements in Karnataka

Objectives:

- Social movements are joint efforts by citizens, groups and communities bound by similar goals who organize themselves to act and overcome their condition, tackle social issues together or resist domination.

Outcomes:

- To get familiarized with Impact of British rule on Karnataka. To get familiarized with Impact of British rule on Karnataka
- To understand about Dalit Movement in Karnataka. To know about backward class movement in Karnataka. To know about Social change among the Muslims of Karnataka

UNIT- I:

- Introduction: Conceptual Frame work and Classification of Social Movements; Pre-colonial Background of Karnataka.
- Establishment of Administrative frame work and Its Impact on Karnataka.

UNIT- II:

- Influence of North Indian Social Movements on Karnataka and Its Response - Kannada literary renaissance - Growth of modern Kannada literature and Journalism and Impact on society.
- Western Education and the Role of Christian Missionaries.

UNIT- III:

- Backward class movement in Karnataka-its genesis and Growth - Caste conflicts based collective mobilization.
- Review of various Backward class Commissions Reports - Nagana Gowda, Havanur, Venkataswamy, Chinnappa reddy.

UNIT- IV:

- Dalit Movement in Karnataka - its Origin and Growth - its Ideology and Organization - Land reform legislation and Social change in Karnataka.
- Social change among the Muslims of Karnataka-Their response to the modernization programme before and after independence-Women Movement in Karnataka before and after independence.

References Books:

1. Veerathappa K., (ed.) 1986. *Studies in Karnataka History and Culture*, Vol. 1., Bengaluru: KHC
2. Sen S.P.(Ed.), 1978. *Social and Religious Reform Movements in 19th and 20th Century*, Calcutta:
3. Diwakar R.R., (Ed.), 1969. *Karnataka Through the Ages*, Bengaluru: Mysore Govt.
4. Halappa G.S., 1962. *History of Freedom movement in Karnataka Vol.1&2*, Bengaluru: Mysore Govt.
5. Rao M.S.A., *Social Movements in India* Vol. 1.
6. Kuppaswamy B.,1978. *Backward class movement in Karnataka*, Bengaluru:
7. Lakshman Telagavi., *Hindulida haagu Dalita Vargagala Chaluvaligalu*.
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9. James Manor., 1977. *Political Change in an Indian State Mysore - 1917-1955*, New Delhi: Manohar Publisher
10. Chandrashekar S., 1985. *Dimensions of social political Change in princely Mysore*, New Delhi: Ashish Publuishing House.
11. Sridhar V.K., 2019. *Social Movements in Karnataka*, Delhi:Aakar Books

I SEMESTER

SC103 : Select Topics on Ancient India

Objectives:

- Select topics on Ancient India is a lecture series that introduces the students about the important topics which have drawn the attention of the historians.
- The later Vedic expansion into the Ganga Valley and the socio-economic transformations, the second urbanization and its decay after the Gupta period, the debate on caste system and debate on Indian feudalism are the topic introduced to the students.

Outcomes:

- Students will come to know about the important topics of scholarly attention and debate in ancient Indian history.
- They will know the problems of historical knowledge and how history is constructed from different angles and sources.

UNIT- I:

- Later Vedic Literature.
- Historical geography and Archaeological remains: Painted Grey Ware.
- Social and Economic transformations.
- Evolution of Political institutions.

UNIT- II:

- The city in literature and Excavated evidence.
- The Urban dwellers and Urban life.
- Development of trade, commerce-Indo Roman trade.
- Urban decay-Variou s views.

UNIT- III:

- The Modern debate on caste system-Different theories.
- Concept of Varna through ages-Varnasankara-Sankirna Jati.
- Position of women, Sudra and Untouchables.
- Social mobility in Ancient India.

UNIT- IV:

- D. D. Kosambi's views on Indian Feudalism.
- R.S. Sharma's views on Indian Feudalism.
- Contestants of Indian Feudalism and alternative Theories.

References Books:

1. Burton Stein, 1980. *Peasant State and Society in Early Medieval South India*, New Delhi: Oxford University Press.
2. Chakravarty and Ranabir, 2002. *Trade and Traders in Early India*, Delhi: Manohar Publication
3. Dumont Levis, 1970, *Homo Hierarchicus, Caste System and its Implications*, University of Chicago.
4. Habib Irfan and Raychaudhuri Tapan, 1961. *Economic History of India*, Cambridge: Oxford University.
5. Kosambi D.D. 2004. *An Introduction to India History*, Hyderabad: Sangam Books Ltd.
6. Kosambi D.D. 2001. *Culture and Civilization of Ancient India*, Delhi: Vikas Publishing House.
7. Majumdar R.C. (ed.), *History and Culture of the Indian People*, Bangalore: Bharatiya Vidya Bhavan: Vol. I, II, III and IV
8. Majumdar R.C., 1922. *Corporate Life in Ancient India*, Calcutta: Calcutta University
9. Motichandra, 1977. *Trade and Trade Routes in Ancient India*, New Delhi: Abhinav Publications.
10. Sharma R. S. 2003. *Perspectives in Social and Economic History of Ancient India*. Delhi: Munshiram Manoharlal.
11. Sharma R.S., 1965. *Indian Feudalism*, Calcutta: Calcutta University.
12. Sharma R.S., 1985. *Material Culture and Social Formation in Ancient India*. New Delhi: Macmillan India.
13. Sharma R.S., 1987. *Urban Decay in India*, New Delhi: Munshiram Manoharlal.
14. Thapar, Romila, 1984. *Ancient Indian Social History: Some Interpretations*, Hyderabad: Orient Longman.
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Paper Code	Title of the Paper	Theory Marks	Internal Marks	Total Marks	Credits
01	02	03	04	05	06
II SEMESTER					
HARD CORE					
HC201	Research Methods in History	75	25	100	05
HC202	Indian Historiography	75	25	100	05
HC203	Archaeological Field Methods	75	25	100	05
SOFT CORE (Any Two)					
SC201	Pre and Proto-history of India	75	25	100	04
SC202	History of Indian Architecture (up to 13th century CE)	75	25	100	04
SC203	Economic History of Medieval India	75	25	100	04
ELECTIVE PAPER (Any One)					
EL201	History of Unification Movement in Karnataka	40	10	50	02
EL202	Constitutional History of Modern India 1773-1950	40	10	50	02
Total : Credits-25					

HC201 : Research Methods in History

Objectives:

- Research Methods and Theories in History is a series of lectures aiming at introducing the students about the research methods such as collection of historical sources, critical methods of assessing historical facts, methods of reasoning and theorizing the facts, raising research questions and answering them.

Outcomes:

- Students will know the methods of conducting research in this field. Present paper will prepare them to be good researchers.

UNIT- I:

- What is Research and Research Question
- Researcher and Characteristics of Researcher

UNIT- II:

- Nature of Primary and Secondary Sources
- Methods of collecting Sources and Data
- Computer Skill, Library and Field works, Interviews

UNIT- III:

- Heuristics
- Hermeneutics

UNIT- IV:

- Quantitative Analysis
- Theory building and Its Importance
- Logical Reasoning
- Principles of Generalization

UNIT- V:

- Components of a Thesis
- Chapterization and Language
- Reference and Citations

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II SEMESTER

HC202 : Indian Historiography

Objectives:

- To identify and describe the contours and stakes of conversations among Indian Historians within defined historiographical fields.
- To apply historical methods to evaluate critically the record of the past of Indian subContinent and how Indian historians and other Historians who worked on India have interpreted it.
- To organize and express their thoughts on Indian clearly and coherently both in writing and orally.

Outcomes:

- The students will know about different historiographical traditions of the World. They will also know the possibilities and limitations of history.

UNIT- I:

- Colonial Historiography: Early Europe Accounts - Mount Stuart Elphinstone- H.M.Elliot - Max Muller - Vincent Smith - Concepts of Oriental Despotism Asiatic Mode of Production.

UNIT- II:

- Nationalist Response: Nationalist Views and Arguments - Cultural Nationalism, The Nationalist Historians: K.P. Jayaswal - R.C. Manjumadar - R.K. Mukharjee, Muhammad Habib, H.C. Raychaudhary - Art History: Anand K. Kumarswamy., S. Settar Concept of Unity in Diversity.

UNIT- III:

- Indian Marxist Historians: D.D. Kosambi - A.R. Desai - Romila Thapar - R.S. Sharma - Irfan Habib - Bipan Chandra - New Trends in Indian Historiography.

UNIT- IV:

- Post-Colonial Studies - Berton Stein and Subaltern Studies, Ranjit Guha, Arnold David, Gayatri Spivak, Noboru Karashima

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3. Burke Peter, 1997. *Varieties of Cultural History*, New York: Cornell University Press.
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II SEMESTER

HC203 : Archaeological field Methods

Objectives:

- An archaeological field method is a series of lectures aiming at introducing the students about the field methods in archaeological exploration and excavations.
- It also introduces the methods of documentation and reporting the archaeological findings.

Outcomes:

- The student will be trained in archaeological field methods and they will be able to conduct field work for archaeological research.

UNIT- I:

- Archaeological Exploration Methods: Archaeological Data. Type of Sites. Selection of a Site.
- Problem Oriented Approach. Research Design. Sampling methods.
- Site Surface Survey. Site Survey Methods. Specialized Survey Methods.
- Geophysical Methods. Resistivity Survey. Ground Penetrating Radar. Magnetometry.

UNIT- II:

- Surveying and Mapping in Archaeology: Purpose. Types of Maps, Indian Survey-A Review. Topographical Maps.
- Remote Sensing Imagery, Classes of Survey, Global Positioning System, Geographic Information System, Cartographic Software, Computer Assisted Drafting.

UNIT- III:

- Archaeological Excavation Methods: Excavation of Settlements, Field techniques, Excavation techniques, Excavation types.
- Horizontal/Area excavation, Open-area Excavation.
- Vertical Excavation. Site Grid, Quadrant Method, Trial Trenches (Sondages), Open-area Excavation.
- Digging Methods, Principles of Excavation. Excavation of Structural Remains, Excavation of a Burial Excavation of a Megalithic Burial, Excavation of Caves and Rock-Shelters.

UNIT- IV:

- Archaeological Stratigraphy: Concept of Stratigraphy in Geology and Stratigraphy in Archaeology, Wheeler-Kenyon System, Harris Matrix. Laws of Archaeological Stratigraphy, Process of Stratification, Archaeological Sections and Plans.
- Archaeological Recording: Maps, Site plan, Site Notebooks, Stratigraphy, Soil Description. Antiquity Register, Index Cards, Catalogue Cards, Labels, Section and Plans, Measurement. Some examples of Recording.

UNIT- V:

- Practical training in Field Archaeology: Excavation/Exploration (compulsory) Submission of Field Report.

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SC201 : Pre and Proto History of India

Objectives:

- Pre-and Proto-history of India is a series of lectures aiming at introducing the past of the earliest human groups from Stone Age to the beginning of the Iron Age in India.

Outcomes:

- The students will know the earliest stages of the human society and their culture and subsistence pattern.

UNIT- I:

- The Geological ages and Hominid evolution; Hominid remains in the Indian sub-continent; Paleo-Environments; Classifying the Indian Stone Age.
- The Paleolithic Age: Lower Paleolithic Sites and Types of tools; Middle Paleolithic sites and types of tools; Upper Paleolithic sites and types of tools; Paleolithic art and cults; the life-ways of Paleolithic Hunter-Gatherers.

UNIT- II:

- The Mesolithic Age: Mesolithic sites and Types of tools; the Magnificence of Mesolithic art.
- The Neolithic Age and The beginnings of food production; Why Domestication? The identification of domestication and Food production in the archaeological record; The transition to food production in the Indian sub-continent; The earliest village settlements in the Indian sub-continent, 7000-3000 BCE;

UNIT- III:

1. Chalcolithic communities, 3000-2000 BCE; The life of early farmers; Changes in cultic and Belief Systems. Archaeological profiles of different regions of the subcontinent, 2000-500 BCE: Neolithic-Chalcolithic and Chalcolithic cultures.

UNIT- IV:

- From Copper to Iron: Early Iron Age / Megalithic cultures of the subcontinent; the impact of Iron technology; the problem of co-relating literary and Archaeological evidence.

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II SEMESTER

SC202 : History of Indian Architecture (Up to 13th century CE)

Objectives:

- In the part I It traces the origin and development of early Buddhist, Brahmanical and Jaina architecture including sculptures and paintings.
- In the part II it traces the emergence of Medieval Indian Architecture of later Indian dynasties as well as the emergence and the development of Indo Islamic architecture in India.

Outcomes:

- The students will be introduced about the various schools of art and architecture of India and their historical importance.

UNIT- I:

I. Buddhist Architecture:

- Stupas: It's origin and Development (the case study of Sanchi Stupa, & Amaravati Stupa)
- Mauryan Architecture: (Caves and Pillars)
- Western Rock Cut Caves: (Chaitya Grihas and Viharas)
 - a. Hinayana Phase (the study of Bhaja Karle, Kanheri, Bedsa, Junnar etc.)
 - b. Mahayana Phase (the study Ajanta Caves)

UNIT- II:

II. Jaina Caves

- Ellora Caves (Indra Sabha and Jaggnatha Sabha)
- Eastern Indian Caves: (Udayagiri Caves of Orissa)

UNIT- III:

- **Early Hindu Rock Cut Caves:**
 - a) Badami Chalukya Caves (Badami & Aihole)
 - b) Pallava Caves (Mahabalipuram)
- **Structural Temples:**
 - a) Gupta Architecture
 - b) Early Badami Chalukya Architecture (Aihole, Badami, Pattadakal, Mahakuta)
- **Emergence of Indian Temple Forms:**
 - a) Nagara Form b) Dravida Form c) Vesara Form d) Bhumiya Form

Study of Select Temples: Kandariya Mahadeva Temple Khajuraho, Lingaraja Temple Bhubaneswar, Mount Abu Jaina Temples, Brihadeshwara Temple Thanjavur, Kedareshwara Temple Balligave, Chennakesava Temple Belur

UNIT- IV:

1. Visit to any one of the following places:

- a) Aihole, Badami, Pattadakal.
- b) Banavasi and Balligave
- c) Ajanta and Ellora
- d) Belur and Halebeedu

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II SEMESTER

SC203 : Economic History of Medieval India (1200- 1750 CE)

Objectives:

- Economic and social history of India c. 1200- 1750 A.C.E..is a series of lectures to introduce the students about the agrarian system, trade, commerce, urbanization and the social conditions during the medieval period in both north and south India.

Outcomes:

- The students will learn about the various aspects of medieval Indian economy and important debates connected with them.

UNIT- I:

- Agricultural Production-Irrigation-Agrarian relations and Taxation during the Sultanate period.
- Non-Agricultural Production-Karkhanas- Trade and Commerce-Trade items- Trade routes
- Urbanization during the Sultanate period and Its Social impact

UNIT- II:

- Agricultural Production during the Mughal Period: Extent of Cultivation, Agricultural implements and the Crops. The Peasant, Village Community and Property Rights-Irrigation System.
- Taxation during the Mughal Period. The Machinery of land Revenue Administration, methods of Revenue assessment, Revenue Assignments and Revenue Grants. The origin and nature of the Zamindari right, Role of the chieftains and Zamindars in the Mughal Empire.
- Non-Agricultural Production and Urban Economy during the Mughal period- The growth of cities and towns, urban life and Regional shifts in urbanization.
- Trade during the Mughal period: Inland and Foreign, Organization and Composition of commodity production. The Monetary system.

UNIT- III:

- Vijayanagara and Bahmani Kingdoms: Agrarian production, Relations and Taxation-Revenue Administration-Irrigation system-Land grants and Assignments-Agricultural implements, Process of cultivation, Trade with Persians and Portuguese.
- Vijayanagara and Bahmani Kingdoms: Urban centers and Urban Professional groups- Ports-Non-agricultural Production-Trade and Trade routes, Trading communities, Trade goods- Coastal and Maritime trade.
- Vijayanagara and Bahmani kingdoms: Weights and Measures, Monetary system.

UNIT- IV:

- Advent of European Companies and Their impact on Indian Economy.
- The Debate on the nature of Mughal economy.
- The Debate on the Economy of 18th century.

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15. Shireen Moosvi, 1987. *The Economy of the Mughal Empire*, New Delhi: OUP.
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21. *ಭಾರತದ ಇತಿಹಾಸ* 1200-1750, *ಭಾರತದ ಇತಿಹಾಸ* 1-2, *ಭಾರತದ ಇತಿಹಾಸ* 1-2.
22. *ಭಾರತದ ಇತಿಹಾಸ* 1-3, *ಭಾರತದ ಇತಿಹಾಸ* 1-3.

EL201 : History of Unification Movement in Karnataka

- History of unification movement in Karnataka is a series of lectures that provide a preliminary introduction to the formation of the modern Karnataka state and the different important personalities and movements connected.

- Students of other disciplines will have an idea about the formation of modern Karnataka as a cultural and political unit.

- Different parts of present Karnataka before Unification-Mysore, Bombay, Hyderabad, Madras and Kodagu.
- The Role of Deputy Chennabasappa--Karnataka Vidyavardhaka Sangha.
- Aluru Venkataraya-Idea of Karnatakatva-Karnataka Sabha (1916)-Unification Movement in Hyderabad Karnataka.

- The Role of KPCC and Its leaders - Belgaum Congress-Karnataka Ekikarana Sangha-The Role of Press.
- Dhar Commission-J.V.P. Committee-Mishra Commission-State Reorganization Commission

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3. Suryanath U. Kamath, 2002. *A Concise History of Karnataka*, Bangalore: Jupiter books.
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II SEMESTER

EL202 : Constitutional History of Modern India (1773-1950)

Objectives:

- Students will examine how the British East India Company transformed into a ruling power and how its administrative and judicial systems evolved.
- Students will study the salient features of the Indian Constitution, including its preamble, fundamental rights, directive principles of state policy, and the structure of government.

Outcomes:

- Understanding the core values and principles embedded in the Constitution, such as democracy, socialism, secularism, and justice.
- Developing the ability to critically analyze the Constitution's impact on society and interpret its provisions in contemporary contexts.

UNIT- I:

- Introduction - Historical Background - East India Company
- Regulating Act of 1773
- Pitts India Act of 1784
- Government of India Act 1858- Queens Proclamation

UNIT- II:

- Minto - Morley Reforms Act of 1909
- Montague - Chelmsford Reform Act of 1919
- British Challenge to the Indians - Nehru Report - Government of India Act of 1935
- Indian Independence Act - Constitution of India - Salient Features.

References Books:

1. Chhabra G.S., 2022. *Advanced study in the History of Modern India Vol. III.*, New Delhi: Lotus Press,
2. Keith A.B., 1936. *A Constitutional History of India*, London: Methuen & Co Ltd.
3. Majumdar R.C., 2022. *British Paramountcy and Indian Renaissance Vol. IX And X*, Mumbai: Bharathiya Vidya Bhavana
4. Pylee M.V., 1967. *Constitutional History of India*, New York: Asia Publishing House
5. Appadorai A., 1973. *Documents on Political thought in Modern India*, New York: Oxford University Press

Paper Code	Title of the Paper	Theory Marks	Internal Marks	Total Marks	Credits
01	02	03	04	05	06
III SEMESTER					
HARD CORE					
HC301	History of Modern Europe	75	25	100	05
HC302	Select topics on Indian National Movement (1885-1960CE)	75	25	100	05
HC303	Problems in Contemporary India	75	25	100	05
SOFT CORE (Any Two)					
SC301	Sources of Indian History-Epigraphy Numismatics and Archives	75	25	100	04
SC302	History of Karnataka up to the fall of Hoysalas	75	25	100	04
SC303	History and Tourism	75	25	100	04
ELECTIVE PAPER (Any One)					
EL301	World Heritage Sites in India	40	10	50	02
EL302	Thinkers of Modern India	40	10	50	02
Total : Credits-25					

III SEMESTER

HC301 : History of Modern Europe

Objectives:

- Modern Europe is a series of lectures intended to provide the students a with a background of the political and intellectual history of the Modern Europe and introduce important issues and debates relevant to the current situations.

Outcomes:

- The students will have an idea about the legacies of the modern European history on present day Indian institutions and ideas.

UNIT- I:

- The Foundations of the Modern West: Impact of the Renaissance
- The Reformation
- Commercial Revolution-Discovery of new Continents and Routes-Colonization
- The New States-Louis 14th and Absolutism.

UNIT- II:

- Rise of the Middle Class
- Scientific Revolution-Newton-Descartes-Bacon
- Political Thought of Hobbes and Locke
- Age of Enlightenment: Philosophy-The idea of Progress-Voltaire-Rousseau-Montesquieu-Physiocrats.

UNIT- III:

- French Revolutions-Vienna settlement
- Industrial Revolution
- Karl Marx-Scientific Socialism.

UNIT- IV:

- Nationalism in Europe
- World War 1st Paris Peace Conference-Russian Revolution towards European
- Union - League of nations
- Second World War

UNIT- V:

- United Nations Organizations-Aims, Functions and Performance
- Cold war
- Contemporary International relations

References Books:

1. Adam Hochschild, 2011. *To End All Wars: A Story of Loyalty and Rebellion 1914 – 1918*, Houghton Mifflin Harcourt.
2. Barbara W. Tuchman, 1962. *The guns of august*, Ballantine books.
3. Carlton J.H. Hayes, 1981. *Contemporary Europe since 1870*, Surjeet Publications.
4. Carlton J.H. Hayes, 1982. *Modern Europe to 1870*, Surjeet Publications.
5. Chris Herman, 1999. *A People's History of The World*, Orient Black swan.
6. Eric J. Hobsbawm, 1996. *The Age Capital:1848 - 1875*, Vintage Publishers.
7. Eric J. Hobsbawm, 1996. *The Age Revolution: 1789 – 1848*, Vintage Publishers.
8. Ian Kershaw, Adolf Hitler (2 vols.).
9. John Keegan, 2000. *The First World War*, Vintage Publishers.
10. Mark Mazower, 2000. *Dark Continent: Europe's Twentieth Century*, Vintage Publishers.
11. Max Hastings, 2014. *Catastrophe: Europe Goes to War 1914*, William Collins.
12. Michael Miller, 2012. *Europe And the Maritime World: A Twentieth Century History*, Cambridge University Press.
13. Norman Davis, 1994. *Europe: A History*, Harper Perennial.
14. Orlando Figes, 2011. *The Crimean War*, Metropolitan Books.
15. Richard J. Evans, 2005. *The Coming of The Third Reich*, Penguin Books.
16. Swain, J.E., 1986. *A History of World Civilization*, Eurasia Publishing House.
17. Timothy Snyder, 2010. *Bloodlands: Europe Between Hitler And Stalin*, Basic Books.
18. Tony Judt, 1999. *Postwar: A History of Europe since 1945*, Penguin books.
19. William L. Shirer, 1990. *The Rise and fall of the Third Reich: A history of Nazi Germany*, Simon & Schuster.
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III SEMESTER

HC302 : Select Topics on Indian National Movement (1885-1960 CE)

Objectives:

- Select topics in Indian national movement -1885-1960 are a series of lectures aiming at introducing the students a very important phase of Indian history.
- This consists of select topics like the moderate, extreme, revolutionary, and other strands of Indian national movement.

Outcomes:

- Students will get a comprehensive idea about the Indian national movement.

UNIT- I:

- Reasons and background for establishment of Indian National Congress-Safety Valve Theory
- Moderates and their Strategy

UNIT- II:

- Division of Bengal and Aftermath
- Tilak's leadership to Indian National Congress
- British Policies and Acts in India and The First World War

UNIT- III:

- Satyagrahas: Non-Cooperation Movement - The Swarajists - Civil Disobedience Movement and The Salt Satyagraha - Quit India Movement.
- Communal Award - Poona Pact - Round Table Conference - Government of India Act 1935

UNIT- IV:

- Rise of Communalism in Indian Politics - Muslim League and Separate Electorate-Congress and Muslim League - Hindu Mahasabha and RSS
- Indian National Movement and Second World War - Cripps Mission
- Mountbatten and Partition-Partition of India: Current Debates and Views

UNIT- V:

- Role of Revolutionaries
- Socialists and Communists
- Subhash Chandra Bose-INA
- Ambedkar's Movements
- Peasant and Tribal movements

References Books:

1. Chandra Bipan, 1989. *India's Struggle for Independence*, New Delhi: Penguin Publication.
2. Chandra Bipan, 2009. *History of Modern India*, Delhi: Orient Black swan.
3. Desai A.R., 2006. *Social Background of Indian Nationalism*, Mumbai: Popular Prakashan.
4. Gupta A.K., 1987. *Introduction to Myth and Reality: The Struggle for Freedom in India, 1945 – 1947*, Delhi: Manohar Publication.
5. Kaul Suvir, 2001. *The Partition of Memory: Afterlife of the division of India*, New Delhi: Permanent Black.
6. Kling B.B., 1966. *The Blue Mutiny: The Indigo Disturbances in Bengal, 1859 – 1862*, Philadelphia: University of Pennsylvania Press.
7. Low David A., 1997. *Britain & Indian Nationalism: The Imprint of Ambiguity*, Cambridge: Cambridge University Press.
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9. Minault Gail, 1982. *The Khilafat Movement: Religious Symbolism and Political Mobilization in India*, Delhi: Oxford University Press.
10. Panikkar K.N., 2007. *Colonialism, Culture and Resistance*, New Delhi: Oxford University Press.
11. Parekh Bhikhu, 1989. *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*, New Delhi: Sage Publication.
12. Sarkar Sumit, 2013. *Modern India 1885 – 1947*, New Delhi: Macmillan Publication.
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14. Subramanian Lakshmi, 2010. *History of India, 1707 – 1857*, Delhi: Orient Black swan.
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III SEMESTER

HC303 : Problems in Contemporary India

Objectives:

- To describe the social and cultural changes in Indian society after Indian Independence Understand the theory of Social change and co-relate with contemporary Society.
- This paper will develop theoretical understanding to study the individual behavior and social and political problems.
- To be acquainted about the various social problems like child labour and abuse, sati system, women problems like dowry, unemployment, corruption, terrorism, casteism and communalism and gender discrimination.

Outcomes:

- Understand the diversity of the human experience as influenced by geographical location, Race, ethnicity, cultural traditions, gender and class.
- Analyze historical processes that shape individuals and communities, drawing on detailed Knowledge about the history of the area under study.

UNIT- I:

- Introduction- Independence and after the Refugee Problem
- Reorganization of States-Formation of New States.

UNIT- II:

- Problems of Poverty and Population and Unemployment - Causes, Right to Food, Urban Slum, rural - Urban Divide,
- Agriculture and Industry - Globalization and Liberalization - Its implications on Indian Economy.

UNIT- III:

- Neo Social Movement-Backward Class Movement - Mandal Commission,
- Merit v/s Reservation, Dalit Movement - Movement on Environmental Issues.

UNIT- IV:

- Women Movement-Peasant Movement - Water Dispute
- Child Labor, Sati, Dowry, Alcoholism and Violence, Communalism, Regionalism

References Books:

1. Balraj Puri, 1993. *The Issue at Kashmir*, New Delhi: Orient Black Swan.
2. Christophe Jaffrelot, 1996. *History of Hindu Nationalist politics in India*, New York: Colombia University Press.
3. HiranmayKarlekar,(ed), 1998. *50 years of India's Independence*, New Delhi: Oxford University Press.
4. Panikar K.N., *Communalism and The Secularism Agenda*,
5. Partha Chatterajee(ed), 1993. *A Nation and Its Fragments*, Princeton: Princeton University
6. Partha Chatterjee (ed), 1997. *A Possible India*, New Delhi: Oxford University Press.
7. Partha Chatterjee(ed), 1998. *Wages of Freedom*, New Delhi: Oxford University Press.
8. Paul R Brass, *Political of India since Independence*.
9. Rajani Kothari, 2010. *Caste in India politics*, New Delhi: Orient Black Swan.
10. Tapan Basu, 1993. *Shorts and Saffron Flag*, New Delhi: Orient Black Swan.
11. Kashyap A.K., 2012. *Social Problems in Contemporary India*, New Delhi: Mohith Publication.
12. Rutherford V.H., 2025. *Modern India and Its Problems their Solutions*, New Delhi.
13. Rajini Kothari, 1970. *Caste in India Politics*, New Delhi: Orient Black Swan.

III SEMESTER

SC301 : Sources of Indian History-Epigraphy Numismatics and Archives

Objectives:

- The main objective of this paper is to familiarize the students to the sources to reconstruct Indian History. The paper consists of three important units with sub units in each unit.

Outcomes:

- Students will have an introduction to the specialized fields of epigraphy, numismatics and archives, and their importance in reconstruction of our history.

UNIT- I:

1. The Importance of Epigraphy, Numismatics and Archival sources in reconstruction of Indian History.

UNIT- II:

- Antiquity of Writing in ancient India
- Development of Script - from Brahmi to Kannada
- Writing materials and Dating methods
- Types of Inscriptions (*Prosaists*, Land Grants, Hero Stones, *Sati* Stones, *Nishadi*)
- Study of some select Inscriptions of Karnataka: (Selected Ashoka's Brahmagiri edict, Talagunda Pillar Inscription, Aihole Prashasti of Pulakisin II, Halmidi Inscription)

UNIT- III:

- Origin and Antiquity of coinage in ancient India
- Various coin Manufacture Techniques
- Study of some important coins: The Punch Marked coins, Indo-Greek coins, Kushana coins, Satavahana coins, Gupta coins, Vijayanagara Coins, Sultanate coins and Mughal coins

UNIT- IV:

- Types of Archival Materials: Palm leaf and Paper manuscripts, Paper Documents, Kadas
- How to access the Archival sources
- Causes for the deterioration of Archival sources
- Conservation and Preservation of the Archival sources. Manuscript Cataloging.

UNIT- V:

- Taking Stampage of the Stone and Copper plate Inscriptions and Reading skill
- Visit to some Museums where coins are exhibited.
- To learn how to preserve the Manuscripts by arranging practical training classes.

References Books:

1. Allan J., 1975. *Catalogue of coins in Ancient India*, Delhi: Munshiram manoharlal application.
2. Altekar A.S., 1954. *The Gupta Gold Coins in the Bayana Hoard*, Bombay: NSI.
3. Altekar A.S., 1937. *Catalogue of Coins of the Gupta Empire*. Varanasi: Numismatic Society of India.
4. Banarasidas Chattopadhyaya Bhaskar, 1967. *The Age of the Kushanas – A Numismatic Study*, Calcutta: Punthi Pustak.
5. Bhandarkar D.R., 1921. *Carmichael Lectures on Ancient Indian Numismatics*. Calcutta: Calcutta University.
6. Bühler George, 1959. *Indian Paleography*. Calcutta: Indian Studies.
7. Dani Ahmad Hasan, 1963. *Indian Paleography*, Oxford: Clarendon Press.
8. Dasgupta K.K., 1974. *A Tribal History of Ancient India – A Numismatic Approach*, Calcutta: Naba bhara Publications.
9. Datta Mala, 1990. *A Study of the Satavahana coinage*, Delhi: Harman Publishing House.
10. Elliot W., 1970. *Coins of South India*. Varanasi: Indological Book House.
11. Ganesh K and Girijapathy, 1999. *Karnataka Numismatic Studies*, Bengaluru.
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13. Gokhale Shobhana, 1981. *New Discoveries in the Satavahana Coinage*, JNSI vol. X
14. Goyal S. R., 1985. *The Coinage of Ancient India*. Meerut: Kusmanjali Book World.
15. Goyal S.R., 1995. *Dynastic Coins of Ancient India*, Jodhpur: Kusumanjali Book World.
16. Gupta P.L., 1979. (2nd Revised Edition) *Coins*, New Delhi: National Book Trust.
17. Handa Devendra, 2007. *Tribes Coins of Ancient India*, New Delhi: Aryan Books International.
18. Hegde Rajaram, et.al. (ED), 2006, *Archival Sources for Karnataka History*, Shivamogga: Prasara, Kuvempu University.
19. Jha Amiteshwar and Dilip Rajgor, 1994. *Studies in the Coinage of Western Kshatrapas*. Anjaneri: Indian Institute of Research in Numismatic Studies.
20. Mirashi V.V., 1981. *The History and Inscriptions of the Satavahanas and the Western Kshatrapas*, Bombay: Maharashtra State Board of Literature and Culture.
21. Narasimhamurthy A.V. *Karnataka Coins*.

22. Rajgor Dilip, 2001. *Punch-Marked Coins of Early Historic India*. California: Reesha Books International.
23. Ramesh K.V., 1984. *Indian Epigraphy*, Delhi: Sundeep Prakashan.
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26. Sahni Birbal, 1973. *The Technique of Casting Coins in Ancient India*. Varanasi: Bharatiya Publishing House.
27. Salomon Richard, 1998. *Indian Epigraphy*, New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
28. Sarma I.K., 1980. *Coinage of the Satavahana Empire*. Delhi: Agama Kala Prakashan.
29. Schellenberg Theodore R, 1965. *Management of Archives*, Chicago.
30. Shastri A.M, (Ed.), 1972. *Coinage of Satavahanas and Coins from Excavations*, Nagpur: Nagpur University.
31. Shastri A.M., 1966. *The Saka Era*, Panchal, vol. 9: 109-132.
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III SEMESTER

SC302 : History of Karnataka up to the fall of Hoysalas

Objectives:

- History of Karnataka up to the fall of Vijayanagara is a lecture series intending to introduce the history of Karnataka up to the fall of the Hoysalas.
- It also covers important aspects of administration, economy and cultural history.

Outcomes:

- The students will get a preliminary knowledge about the Political Economic and cultural history of Karnataka of pre-modern period and emergence of regional cultural patterns.

UNIT- I:

- Primary- Literary, Archaeological, Foreign Accounts
- Secondary sources

UNIT- II:

- Mauryas- Satavahanas- Kadambas of Banavasi and Gangas of Talakadu
- Administration
- Second Urbanization and Urban centers-Trade-Coinage

UNIT- III:

- Early Chalukyas-Pulakesi II; Rastrakutas - Amoghavarsha Later Chalukyas Vikramaditya VI and Hoysalas-Vishnuvardhana - Sevunas of Devagiri
- Administration - Extent of Empires and Administrative divisions - Samantas, Mandalesvaras, Dandanayakas, Nadu, Agrahara, local Self-government, Revenue collection, Taxes, Military, Agriculture, Irrigation - Urban centers and Professions-Trade goods and routes-Trading communities.

UNIT- IV:

- Development of Kannada literature
- Development of regional style of Architecture
- Development of Bouddha, Jaina, Shaiva, Vaishnava and Other Traditions-Kalamukha, Veerashiva, Srivaishnava and Madhva tradition

References Books:

1. Altekar A.S., 1934. *The Rastrakutas and their Times*, Poona.
2. Coelho William, 1950. *Hoysalavamsa*, Bombay.
3. Derrett J.D.M., 1957. *The Hoysalas*, Oxford
4. Desai Dinakar, 1951. *Mahamandalesvaras under the Chalukyas of Kalyani*, Bombay.
5. Desai P.B., (ed), 1970. *A History of Karnataka*, Karnataka University, Dharwad.
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10. Kuppaswamy G.R. *Economic Conditions in Karnataka (A.D. 973 to A.D. 1336)*, Dharwad, Karnataka University.
11. Majumdar R.C. And Pusalkar,(Ed.), *History and Culture of the Indian People*, Vol. 4,5,6. Bharatiya Vidya Bhavan, Bombay.
12. Moreas G.M., 1931. *The Kadamba Kula*, Bombay.
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14. Nilakantha Shastri K.A., 1966. *A History of South India*, Madras.
15. Ramesh K.V., 1970. *History of South Kanara*, Dharwad.
16. Rice B.L., 1909. *Mysore and Coorg from Inscriptions*, London.
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III SEMESTER

SC303 : History and Tourism

Objectives:

- Students will explore how historical events, monuments, and cultural practices have shaped the tourism landscape of India.
- Students will learn about the policies and programs designed to promote tourism in India.
- Detailed study of specific historical sites, including forts, palaces, temples, and other significant landmarks.

Outcomes:

- The tourism sector creates numerous jobs, both directly and indirectly, across various industries.
- Tourism helps preserve historical and cultural sites, promoting awareness and appreciation for India's rich heritage.

UNIT- I:

- **Tourism** : Definition, Nature and Meaning-Need for Tourism-Origin and Growth of Tourism - Tourism through the ages - Domestic and International Tourism – Basic components of Tourism (Local, Transport and Accommodation).

UNIT- II:

- **Tourism as an Industry:** Government Policies - Tourism and Economy-Social, Cultural and Environmental impact of Tourism.
- **Kinds of Tourism:** Historical Tourism-Cultural Tourism-Heritage Tourism, Religious Tourism - Eco Tourism - Modern Concepts in India on Tourism: Entertainment Tourism - Medical Tourism - Educational Tourism - Pleasure and Sports Tourism.

UNIT- III:

- **Cultural and Historical Resources:** Art and Architecture, Historical Monuments, Sculpture, Painting, Handicrafts, Fairs and Festivals.

UNIT- IV:

- **Religious Resources:** Places of Pilgrimage- Hindu, Muslim, Christian, Jain, Buddhists and Sikhs-Temples, Mutts, Mosques, Churches, Gurudwaras, Shrines, Samadhi, Stupas and Darghas - Historical, Cultural, Religious and Natural Places of Interest in India and Karnataka.

References Books:

1. Babu, A. Satish, 1998. *Tourism Development of India*, New Delhi: A.P.H. Publishing Corporation.
2. Bhatia, A.K., 1991. *International Tourism : Fundamentals and Practices*, New Delhi, Sterling Publishers Pvt Ltd.
3. Bhatia A.K., 1989. *Tourism Development : Principles and Practices*, New Delhi, Sterling Publishers Pvt. Ltd.
4. Bhatia A.K., 1978. *Tourism in India - History and Development*, New Delhi, Sterling Publishers Pvt. Ltd.
5. Coltman, Micheal M., 1989. *Tourism Marketing*, New York, Van Nostrand Reinhold.
6. Gill, Puhpinder S., 1997. *Tourism : Planning and Management*, New Delhi, Anmol Publications Pvt. Ltd.
7. Mishra Lavkush, 1990. *Religious Tourism in India*, New Delhi.
8. Panda Tapan, K., Sitikantha Mishra and Birsaj Bhusan Parida (Eds.,) 2004. *Tourism Development: The Socio-Economic and Ecological Perspective*, Hyderabad, Universities Press.
9. Selvam, M., 1989. *Tourism Industry in India, Bombay*, Himalaya Publishing House.

EL301 : World Heritage Sites in India

Objectives:

- World Heritage Sites in India is a lecture series intending to introduce the students of other disciplines to understand the concept of Heritage and some important world Heritage Sites in India.

Outcomes:

- Students will gain a preliminary knowledge about the concept and importance of heritage and heritage sites in India.

UNIT- I:

- The Definition of Heritage
- Classification of Heritage
 - a) Tangible Heritage
 - b) Intangible Heritage
 - c) World Heritage Sites (UNESCO)
 - d) World Heritage Sites in India

UNIT- II:

- Natural Heritage
- Art and Architecture Heritage
- Museum as Repository of Heritage
- Indian Crafts
- Cultural Heritage
- Indian Dance Forms
- Indian Music Forms
- Indian Cuisines

References Books:

1. Basham, A.L., 2007. *The Illustrated Cultural History of India*, New York: Oxford University Press.
2. Bhandari N.K., 2007. *Cultural Heritage of India*. Delhi: Eastern Book Corporation.
3. Bhowmik S.K., 2004. *Heritage Management: Care, Understanding and Appreciation of Cultural Heritage*, Jaipur: Publication Scheme.

4. Biswas Sachindra Sekhara, 1999. *Protecting the Cultural Heritage (National Legislation and International Conservation)*, New Delhi: Aryan Books International.
5. Deshpande M. N., 1994. *Care of Cultural Heritage*. New Delhi: National Museum Institute.
6. Dhawan Shashi, 1996. *Recent Trends in Conservation of Art Heritage*. Delhi: Agama Kala Prakashan.
7. Ghosh maulik S. K., & Bass K. K., 2001. *Understanding Heritage: Role of Museum*. Bhubaneswar: Academic Staff College.
8. Howard Peter, 2003. *Heritage: Management, Interpretation, Identity*, London: Continuum.
9. Paddayya K., 2004. *Heritage management with special reference to modern impacts on archaeology sites of lower Deccan*. Deccan Studies”
10. Rao P.R., 1988. *Cultural Heritage of India*. Delhi: Sterling.
11. Renfrew C., 2000. *Loot, Legitimacy and Ownership*. London: Duckworth.
12. Singh L.K., 2008. *Indian Cultural Heritage from Tourism Perspective*. Delhi: ISHA Books.
13. Thapar, B.K., 1989. *Conservation of the Indian Heritage*. New Delhi: Cosmo Publication.

III SEMESTER

EL302 : Thinkers of Modern India

Objectives:

- Familiarize students with the lives, works, and ideas of major Indian thinkers from the colonial and post-colonial periods.
- Examine the prominent intellectual debates and disagreements among these thinkers on issues of national importance
- Encourage students to analyze different perspectives, engage with historical narratives, and cultivate a historically sensitive approach to understanding the past.

Outcomes:

- Gain a deeper understanding of the evolution and diversity of Indian political thought
- Develop an appreciation for the role of context in shaping intellectual discourse. And enhance the ability to critically analyze historical arguments and perspectives.

UNIT- I:

- Introduction : Raja Ram Mohan Roy-Ideas of Modernization - Education Religion-Society.
- Dadabhai Navaroji - Economic Nationalism - Drain Theory.
- G. K. Gokhale : Moderate Politics views on Socio - Religious Reform Movement - Swaraj.

UNIT- II:

- Gandhi's views on Swaraj - Social Reforms
- Dr. B.R. Ambedkar Discuse in Caste and Religion-Concept of Social Democracy-Eradication of Untouchability.
- Nehru - Quest towards Socialist Society - Democratic Socialism and Secularism.
- Lohia – Socialism - Views on Indian Caste System.

References Books:

1. Brodov V., 1984. *Indian Philosophy in Modern times*, Moscow.
2. Dadabai Navaroji, 1901. *Poverty and Un-British rule in India*, London: Swan Sonnenschein & Co Ltd.
3. Bipan Chandra, *Rise and Growth of Economic Nationalism in India*.

4. Nanda B.R., *Gokhale, the Indian Moderates and the British Raj*.
5. Lohia Ram Manohar, 1963. *Marx, Gandhi and Socialism*, Hyderabad: Navahind Pub.
6. Jawaharlal Nehru, 1946. *The Discovery of India*, Delhi: Oxford University Press.
7. Gokhale, 1908. *Speeches and Wittings of Gopala Krishna Gokhale*, Bombay: Asia Publication House.
8. Gandhi M.K., 1909. *Hind Swaraj*, Ahamadabad: Navajeevan Publishing House.
9. Ambedkar B.R., 1957. *The Buddha and His Dhamma*, Mumbai: Siddhartha College Publication.

Paper Code	Title of the Paper	Theory Marks	Internal Marks	Total Marks	Credits
01	02	03	04	05	06
IV SEMESTER					
HARD CORE					
HC401	Contemporary South Asia-SAARC Nations	75	25	100	05
HC402	History of Freedom Movement and Unification in Karnataka	75	25	100	05
HC403	Dissertation	75	25	100	05
SOFT CORE (Any Two)					
SC401	History of Keladi Nayakas	75	25	100	04
SC402	Indian Art and Architecture (13th to 17th century CE)	75	25	100	04
SC403	Social Movements in Modern India	75	25	100	04
					Total : Credits-23

IV SEMESTER

HC401 : Contemporary South Asia-SAARC Nations

Objectives:

- Contemporary South Asia-SAARC Nations is a series of lectures which intend to introduce the history of the South Asian countries after their formation to the recent days.
- This will mainly introduce the history of Independent India and provide a brief history of other nations highlighting their relations with India.

Outcomes:

- Students will have an idea about the history of Independent India and its relations with its neighboring countries.

UNIT- I:

- Evolution and Salient features of the Indian Constitution
- Jawaharlal Nehru, Lal Bahadur Shastri and Indira Gandhi
- JP Movement and Emergency
- The Janata Interregnum and Indian politics since 1980.

UNIT- II:

- Mixed Economy, Green Revolution and Land Reforms
- Economic Reforms since 1991-Land Reforms, Agricultural growth and Green revolution.
- Trade-Industrialization and Science -Technology since Independence.

UNIT- III:

- Emergence of Pakistan and Political Developments in Pakistan
- Indo-Pak Relations since 1971, Indo -Pak wars and Conflicts
- Kargil War and Nuclear Dynamics.

UNIT- IV:

- Other SAARC Countries-Nepal, Afghanistan, Maldives and Butan.
- Indo Srilanka Relations.
- Indo Bangla Relations.

UNIT- V:

- Formation of SAARC
- Impartment SAARC Summit
- Achievements

References Books:

1. Akbar M.J., 1988. *Nehru: The Making of India*, Viking.
2. Ananaya Vajpayee, 2012. *Righteous Republic: The Political Foundations of Modern India*, USA: Harvard Business.
3. Ayesha Jalal, 2014. *The Struggle for Pakistan: A Muslim Homeland and Global Politics*, USA: Harvard Business.
4. Bipan Chandra, Mridula Mukherjee & Aditya Mukherjee, 2017. *India Since Independence*, Haryana: Penguin Random House India.
5. Das Gurcharan, 2000. *India Unbound*, New Delhi: Penguin Books.
6. David Hall Mathews, 2007. *Contemporary South Asia*, US: Wiley Blackwell.
7. Edward Mallot J., 2012. *Memory, Nationalism and Narrative in Contemporary South Asia*, UK: Palgroove Macmillan,
8. Faisal Devji, 2013. *Muslim Zion: Pakistan as a political Idea*, USA: Harvard Business.
9. Guha Ramachandra, 2014. *Makers of Modern Asia*, USA: Harvard Business.
10. Guha Ramachandra, 2008. *India After Gandhi*, Tamil Nadu: Picador
11. Harihar Dubey, 2000. *India after Independence*, New Delhi: Penguin India.
12. Singer Wendy ,2011. *Independent India, 1947-2000*, New Delhi: Routledge.
13. Srinath Raghavan, 1971. *The Global History of the Creation of Bangladesh*, USA: Harvard Business.
14. Sugath Bose, Ayesha Jalal, 2014. *Modern South Asia: History, Culture, Political Economy*, New Delhi: Oxford University Press.
15. Sumantra Bose, 2008. *Contested Lands: Israel-Palestine, Kashmir, Boswa, Cyprus and Sri Lanka*, USA: Harvard Business.
16. «dAiiï ¥Æ tZ vAŠAq, 2010. ``Ágv G¥RAqz DzĀP Zjv, °A! : ¥, ÁgÁAU, P£lq «±«ZÁ®AiÄ.

IV SEMESTER

HC402 : History of Freedom Movement and Unification in Karnataka

Objectives:

- To get familiarized with impact of the rebellion of 1857 on Karnataka and to get acquainted with National Movement in Karnataka.
- To understand about Origin and development of unification movement in Karnataka and
To know about Contributions of Various Kannada Organizations

Outcomes:

- The students will know about the modern history of all the provinces of the Karnataka before unification.

UNIT- I:

- Introduction: Historical background-The Disintegration of Karnataka and Absorption of Karnataka areas into Madras, Bombay provinces and Hyderabad state-Armed Resistances against the British rule in Karnataka-Revolt of Veerappa Deshmukh of Kappa in 1819, Rani of Kittur 1824, Sangoli Rayanna (1829-30), Nagar Revolt of 1830-Resistance in Kodagu.

UNIT- II:

- The Impact of the Rebellion of 1857 on Karnataka-Bedars of Halagali against Anti arms Act-Venkatappa Nayaka of Surapura, Babasaheb of Naragunda, Bhima rao of Mundargi-Effects of the Struggle.

UNIT- III:

- The National Movement in Karnataka-Early activities-The Response to Swadeshi and Non Co-operation Movements in Karnataka-Influence of Tilak and Gandhi.

UNIT- IV:

- Belgaum Congress Session (1924) - Satyagraha campaigns in Karnataka (1930-34): Quit India Movement in Karnataka-its effects: Movement for Responsible Government in Princely Mysore state.

UNIT- V:

- Origin and Development of Unification Movement in Karnataka: Factors responsible for Unification Movement: Views of different Committees on the issue ((Dhar, JVP, SRC): Contributions of Various Kannada Organizations: The Kannada Renaissance-role of Kannada literature and Journalism in bringing about Karnataka Consciousness-The Ultimate move towards the formation of Karnataka.

References Books:

1. Halappa G.S., 1964. *Freedom Movement in Karnataka*, Vol. 2.
2. Handa R. L., 1968. *History of Freedom Struggle in Princely State*, New Delhi.
3. Hettne B., 1978. *The Political Economy of Indirect Rule, Mysore 1881-1947*, New Delhi: Ambika Publication.
4. James Manor, 1978. *Political Change in an Indian State: Mysore: 1917-1955*, New Delhi: South Asia Books.
5. Janaki Nair, 2006. *Problems of Karnataka*, Orient black swan,
6. Janaki Nayar, 2011. *Mysore Modern*, Delhi: Oxford University Press,
7. Rice B.L., 1878. *Mysore and Coorg Gazetteer*, Govt of Karnataka: Dept. of Gazetteer.
8. Sebastian Joseph, (ed), *History of Karnataka*, Vol.6, Hampi: Prasaraanga, Kannada University.
9. Sturrock, 2003. *Malnad of Madras Presidency 1864*, Bangalore: Karnataka State Gazetteer.
10. Suryanath U. Kamath, 1973. *A Concise History of Karnataka*, Jupiter Books.
11. Suryanath U. Kamath, 1988. *Quit India Movement in Karnataka*.
12. «dAiÄ ¥Æ t Z vASaq, 2000. Zjv «±PÆÄ±, ¥, ÁgÁAU, PElq «±«ZÁ@AiÄ, °A!.
13. «dAiÄ ¥Æ t Z vASaq, 2014. DzÄp PÆqUÄ, "AU¼ÆgÄ: PElq ,Á»vi ¥jµvÄ.
14. PÁÄvi ,ÆAiðÉÁx (,A), 1998. PÉÄðIP Zjv ,A¥ÄI-7, ¥, ÁgÁAU, PElq «±«ZÁ@AiÄ °A!.
15. PèµgÁäi JA.«. & PÄ±ä "mī JA., 1970. PÉÄðIP Ew°Á, z±ðÉ PÉÄðIP ,gPÁj ¥PÁ±E, "AU¼ÆgÄ.
16. ZAz±ÄRg J, i., 2006. a, Á°vPÁ°ÄE PÉÄðIP, PElq aÄvÄ ,A, w E-ÁS, "AU¼ÆgÄ.
17. PèµAiÄ, r.J, i., 2014. PÆqVÉ Ew°Á, "AU¼ÆgÄ: PElq ,Á»vi ¥jµvÄ.
18. aÄ°Á§-Ä±g¥ ©.1., 2007. °ÉzÁg"ÁziPÉÄðIP gÁdQÄAiÄ Z¼a½U¼Ä, UÄ@UÄð: ¥, ÁgÁAU, UÄ@SUÄð «±«ZÁ@AiÄ.
19. aÆÄ°ÉiPèµ gÉ P., 2004. vÄ¼ÄÉÁqÄ PElq ÉÁrÉ ¥aÄÄRgÄ, °A!: PElq «±«ZÁ@AiÄ.
20. ÉAUgÁd, JA.f., °ÁaÄj gÁdiªA±z Zjv (2 ,A¥ÄIU¼Ä).
21. aÉ, Á«Ä ,ÆÄ, JÉi., 2010. KQÄPguÆÄvg PÉÄðIP, °A!: ¥, ÁgÁAU, P.«.«.
22. UÆÄ¥Á@gÁäi °Zi.JÉi., 2012. PÉÄðIP KQÄPg t Ew°Á, "AU¼ÆgÄ: Éª PÉÄðIP ¥PÁ±E.

IV SEMESTER

HC403 : Dissertation/Project Work

- This Paper is based on the Field work/ Library work to taken by students under the supervision of qualified teacher. At the end of semester examination students has to submit the Dissertation based on his/ her Study Tour/ Field Work.

SC401 : History of Keladi Nayakas

Objectives:

- History of Keladi Nayakas is a series of lectures introducing the political history of the Keladi Nayakas, their administration, the literature, art and cults of their period.

Outcomes:

- Kuvempu University students will know the history of this region and its cultural heritage.

UNIT- I:

- Sources for Keladi History: Literary, Archaeological and Foreign accounts
- Political background-Vijayanagara Amara Nayaka system
- Foundation of the Kingdom
- Early Rulers of Keladi

UNIT- II:

- Dodda Sankanna Nayaka
- Venkatappa Nayaka I
- Shivappa Nayaka
- Queen Chennammaji
- Decline of the power and Fall

UNIT- III:

- Administration
- Socio- Economic conditions, Coinage
- Keladi Rulers and the Neighboring Kings.
- Keladi rulers and the Portuguese and Other European powers.

UNIT- IV:

- Development of Literature and Fine Art
- Architecture and Sculpture
- Vaidika, Shaiva, Vaishnava traditions and Local Cults-Islam and Christianity in the Keladi Kingdom.

References Books:

1. Chitnis K.N., 1947. *Keladi Polity*, Dharwar: Prasaraṅga, Karnataka University.
2. Desai P.B., 1970. *A History of Karnataka*, Dharwar: Karnataka University Dharwar.
3. Shastry A.K., *Records of Shringeri Matha relating to Keladi*, Keladi: Keladi Museum and Research Bureau.
4. Chitnis K.N., 1970. *A Feudatory Chiefs under Bidanuru*, Poona: Deccan College and Research Institute.
5. Swaminathan K.D., 1957. *The Nayakas of Ikkeri*, Madras.
6. Dikshit G.S., 1981, *Studies in Keladi History*, Bengaluru: Mythic Society.
7. ಫಾಲ್ಗುಣಿ ಫ.ಜಿ.ಐ., 1964. *ಪ್ರಾಚೀನ ಕರ್ನಾಟಕದ ಇತಿಹಾಸ*: ಪುಟ 100-101 «ತುಂಗಾ ನದಿ».
8. ಫಾಲ್ಗುಣಿ ಫ.ಜಿ.ಐ., 1989. *ಪ್ರಾಚೀನ ಕರ್ನಾಟಕದ ಇತಿಹಾಸ*, ಪುಟ 100-101, ಪುಟ 100-101, ಪುಟ 100-101.
9. ಲಾಲ್ ಮೋಹನ ಜಿ.ಜಿ.ಐ., 1972. *ಪ್ರಾಚೀನ ಕರ್ನಾಟಕದ ಇತಿಹಾಸ*, ಪುಟ 100-101, ಪುಟ 100-101 «ತುಂಗಾ ನದಿ».
10. ಅಶ್ವತ್ಥಾಂಶು ಫ.ಜಿ.ಐ., 1999. *ಪ್ರಾಚೀನ ಕರ್ನಾಟಕದ ಇತಿಹಾಸ*, ಪುಟ 100-101, ಪುಟ 100-101 «ತುಂಗಾ ನದಿ».
11. ಅಶ್ವತ್ಥಾಂಶು ಫ.ಜಿ.ಐ., 1980. *ಪ್ರಾಚೀನ ಕರ್ನಾಟಕದ ಇತಿಹಾಸ*, ಪುಟ 100-101, ಪುಟ 100-101 «ತುಂಗಾ ನದಿ».
12. ಪಾಲ್ಗುಣಿ ಜಿ.ಜಿ.ಐ., 1994. *ಪ್ರಾಚೀನ ಕರ್ನಾಟಕದ ಇತಿಹಾಸ*, ಪುಟ 100-101, ಪುಟ 100-101 «ತುಂಗಾ ನದಿ».
13. ಪುಟ 100-101, ಪುಟ 100-101, (ಜಿ.ಜಿ.ಐ.) 1991. *ಪ್ರಾಚೀನ ಕರ್ನಾಟಕದ ಇತಿಹಾಸ*, ಪುಟ 100-101, ಪುಟ 100-101.
14. ಪುಟ 100-101, ಪುಟ 100-101, (ಜಿ.ಜಿ.ಐ.) 2006. *ಪ್ರಾಚೀನ ಕರ್ನಾಟಕದ ಇತಿಹಾಸ*, ಪುಟ 100-101, ಪುಟ 100-101.
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19. ಅಶ್ವತ್ಥಾಂಶು ಫ.ಜಿ.ಐ.(ಜಿ.ಜಿ.ಐ.), 2018. *ಪ್ರಾಚೀನ ಕರ್ನಾಟಕದ ಇತಿಹಾಸ*, ಪುಟ 100-101, ಪುಟ 100-101 «ತುಂಗಾ ನದಿ».

IV SEMESTER

SC402 : Indian Art and Architecture (13th to 17th century CE)

Objectives:

- The main aim of this course is to make students to get acquainted with the development of Indo- Islamic architecture and Hindu art and architectural styles in Medieval India.

Outcomes:

- The students will be introduced about the various schools of art and architecture of India and their historical importance

UNIT- I:

- Architecture of Dehli Sultanate-Mamluk, Khalji, Tughluq, Sayyad and Lodi.
- The Development of Regional Style of Architecture with special reference to Decani Style of Architecture.

UNIT- II:

- Religious Architecture of the Mughal Period
- Secular Architecture of the Mughal Period
- Defense Architecture of the Mughal Period

UNIT- III:

- Vijayanagara Religious Architecture
- Vijayanagara Secular Architecture
- Vijayanagara Miscellaneous Architecture
- Vijayanagara Sculptures

UNIT- IV:

- Vijayanagara School of Paintings
- Decani School of Paintings
- Mughal School of Paintings
- Rajasthani School of Paintings
- Pahadi School of Paintings

References Books:

1. Anna L. & Dallapiccola, 2012. *Great Platform at Vijayanagara: Architecture & Sculpture*, Delhi: Manohar Publishers and Distributors.
2. Aruni S.K., 2001. *Dakhani Chitrakale*, Bangalore: Lalithakala Academy.
3. Coomaraswamy, A.K., 1916. *Rajaput Paintings 2 Vols*, Delhi: OUP.
4. Devakunjari D.B., Narasimhaiah, 2007. *Hampi*, New Delhi.: Archaeological Survey of India.
5. Gavin Hamley, 1968. *Cities of Mughal India*. London.
6. George Michell, 2008. *Vijayanagara, Ahmedabad*, Ahmedabad: Mapin Publishing.
7. George Michell, 1995. *Architecture and Art of Southern India: Vijayanagara and the Successor*, U.K: Cambridge University Press.
8. Harle J.C., 1994. *The Art and Architecture of the Indian Subcontinent*, US: Yale University Press Pelican History of Art.
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10. Michell, G., 2008. *Vijayanagara, Splendor in Ruins*, New Delhi, the Alkazi Collection of Photography, New Delhi and, Ahmedabad: Mapin Publishing.
11. Nath R., 1978. *History of Sultanate Architecture*, Delhi.
12. Nath R., 1982. *History of Mughal Architecture -2Vols*. Delhi.
13. Richard M. And Phillip B. Wagoner, 2014. *Power, Memory, Architecture: Contested Sites on India's Deccan Plateau, 1300-1600*, New Delhi: Oxford University Press.
14. Ritz John M., George Michell And Nagaraja Rao M. S., 1984. *Where Kings and Gods Meet: The Royal Centre at Vijayanagara*, Tucson: University of Arizona Press.
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16. Sivaramamurti C., 1974, the Art of India, Paris, Also Indian Painting, 1970, New Delhi, National Book Trust.
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19. Subhash Parihar, 1999. *Some Aspects of Indo - Islamic Architecture*, New Delhi: Abhinav Publications.
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IV SEMESTER

SC403 : Social Movements in Modern India

Objectives:

- To get familiarized with rise of the Middle Class and acquainted with Social movements among the backward classes.
- To know about Social Movements among the Muslims and to understand about Movements among the Dalits and Women in India and to know about the role of Gandhi and Ambedkar.

Outcomes:

- Students will be able to define social movements and differentiate them from other forms of collective action
- Students will analyze the motivations behind social movements, the strategies they employ, and the role of leadership and mobilization.

UNIT- I:

- Introduction: Conceptual framework-Type of Social Movements-The introduction of English Education and its impact-Middle Class-Attitude towards reforms-Renaissance of 19th Century-Rise of Social reform Movements-Brahmo-Samaj, Prarthana Samaj, Arya Samaj and Ramakrishana Mission.

UNIT- II:

- Social Movements among the backward classes-Jotiba Phule-Satya Shodaka Samaj-Sri Narayana Guru-Dharma Paripalana Movement-The Dravidian movement-Periyar and Self Respect Movement.

UNIT- III:

- Social Movement among Muslims-The Revivalistic and Reformistic trends-Wahabi Movement -Tariah-i-Mahamadiya - Sir Syed Ahamad Khan - Aligarh Movement.
- Emergence of Dalit Movement in Modern India-Dr.B.R.Ambedkar-Philosophy and Struggle - Mahatma Gandhi's approach to the Eradication of untouchablity. Sikh sabha, Akalidala

UNIT- IV:

- Rise of Women's Movement-Savitri Bhai Phule-Sarojini Naidu-Gandhi's initiative-Women participation in National Movement-Ambedkar Views on women and the Oppression Contemporary Women Movement in India.

References Books: English

1. RAO M.S.A., 1984. *Social Movements In India*, New Delhi: Manohar Publication.
2. Srinivas M.N., 1996. *Social Change in Modern India*, New Delhi: Orient Longman.
3. Desai A.R., 1946. *Social Movement in Modern India*, Bombay: Oxford University Press.
4. Desai A.R., 1968. *Social Background of Indian Nationalism*, Bombay: Oxford University Press.
5. Gail Ornvædt, *Dalit Movement in Modern India*.
6. Marc Gallanter, 1984. *Competing Equalities*, Delhi: Oxford University Press.
7. Marc Gallanter, 1963. *Caste in Modern India*, Delhi: Oxford University Press.
8. Braj Ranjan Mani : *Debrahmanising History : Dominance and Resistance in Indian Society*.
9. Ghanshyam Shah, 2004. *Social Movements in India*, New Delhi: Sage Publications.